

4 month reporting date 3/20/07 Received 4/3/07
8 month reporting date 7/20/07 Received 8/22/07
Closed 8/22/07

White Lake School District Improvement Plan/Progress Report Form

Principle 5: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

CFR 300.304 Evaluation Procedures **Evaluation Procedures.** b) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child that may assist in determining (ii) the content of the child's IEP.

ARSD 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include: A statement of the student's present levels of educational performance, including: (a) How the student's disability affects the student's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled students); (2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to: (4) An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section; and (9) For each student beginning at age 16 or younger, if determined appropriate by the placement committee, a statement of the needed transition services, as defined in § 24:05:27:13.02, including, as applicable, interagency responsibilities or any needed linkages.

Through file review the monitoring team determined the district does not consistently meet requirements under individualized education program. Functional assessment was not used to obtain specific relevant functional, developmental and academic information to assist in developing the IEP. As a result annual goals were not measurable or skill based and did not link to the present level of academic achievement and functional performance (PLAAFP). The PLAAFP did not consistently contain the student's specific strengths and needs in the skill area affected by the disability.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure each Individualized Education Program contains all required content.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

When developing Individualized Education Programs, the district will ensure goals and objectives link to specific/functional strengths and needs identified through the evaluation process.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district special education teachers will attend a training on functional assessment/s, developing specific needs/strengths through the assessment and linking goals and objectives to those specific needs.</p> <p>What data will be given to SEP to verify this objective? District will report the date of the training, the presenter, and the names of the staff that attended.</p>	4-1-07	Special Education Director and Special Education Teachers	Goal Met 4/3/07
<p>Please explain the data (4 month) Teresa Thiry-Moeller SPED Teacher, attended a training at Mid-Central Cooperative on March 22, 2007. The training on the IEP process which included Functional Assessment, developing specific strengths and needs through the assessment and linking goals and objectives to those specific needs was presented by Valorie Johnson.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p>2. What will the district do to improve? The district will link all goals and objectives to specific needs/strengths listed on the Present Levels of Academic Achievement and Functional Performance (PLAAFP) page which are directly linked to assessment.</p> <p>What data will be given to SEP to verify this objective? The district will review all IEPs held within the reporting period and will report the following:</p> <ol style="list-style-type: none"> 1) The number of files reviewed 2) The number of files in which the skills listed on the PLAAFP page were skill specific 3) The number of files in which all goals and objectives written linked directly to the PLAAFP 	2-28-08	Special Education Director and Special Education Teachers	Goal Met 8/22/07

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Please explain the data (4 month) We reviewed two files and the skills on the PLOP page were skills specific
With strengths and needs listed on the PLAAFP page which was linked to the assessment.

Please explain the data (8 month)The White Lake School District reviewed one of one files and the skills on the PLOP page were
skill specific with the strengths and needs listed on the PLAAFP page which was linked to the assessment.

Please explain the data (12 month)

Principle 5: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

CFR 300.320 Definition of individualized Education Program(b)Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team and updated annually, thereafter, the IEP must include (1) appropriate measurable postsecondary goals based upon age appropriate transition assessment related to training, education, employment, and where appropriate independent living skills.

Transition evaluations were not consistently conducted addressing all seven transition areas. A report summarizing the transition evaluation results was not present and therefore affected the entire transition process within the IEP. The present level of academic achievement and functional performance page did not address the strengths and needs of all areas of transition which resulted in a lack of a coordinated set of activities to promote post secondary success of the student.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure transition plans for students age 16 and older are a coordinated set of activities, reflecting student strengths and interests to prepare them for post school activities.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will conduct transition evaluation prior to a student with a disability turning age 16, summarize the transition results and use the transition information to develop the IEP, ensuring the transition plan is a coordinated set of activities.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will receive training in the area of transition evaluation and using the evaluation results in developing the IEP.</p> <p>What data will be given to SEP to verify this objective? The district will submit the date of training, the name of the trainer, and the names of those who attended.</p>	4-1-07	Special Education Director and Special Education Teachers	Goal Met 4/3/07
Please explain the data (4 month) Teresa Thiry-Moeller SPED Teacher, attended training at Mid-Central Cooperative on March 22, 2007. The training on transition, which included Related Services, Community Experiences, Post-School Adult living, and Functional Vocational Evaluation was presented by Bev Peterson. This training included how to link the evaluation results in developing the IEP.			
Please explain the data (8 month)			
Please explain the data (12 month)			
<p>2. What will the district do to improve? The district will develop IEPs for students of transition age that reflect a coordinated set of activities, student strengths and interests to prepare them for post school activities which link to transition evaluation and the PLAAF.</p> <p>What data will be given to SEP to verify this objective? The district will review all transition age IEPs held within the reporting period and will report the following:</p> <ul style="list-style-type: none"> 4) The number of files reviewed 5) The number of files in which the strengths and needs listed on the PLAAF link to transition evaluation 6) The number of files in which transition was a coordinated set of activities. 	2-28-08	Special Education Director and Special Education Teachers	Goal Met 8/22/07

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Please explain the data (4 month) One file was reviewed, we found strengths and needs the PLOP are linked to the transition evaluation.

Please explain the data (8 month) The White Lake School District had no files to review during this reporting period. The file from the previous reporting period was reviewed by the Transition Services Liaison and found to have all required components.

Please explain the data (12 month)